



ENTRE

@ V E T S C H O O L S

**Project Reference:
2018-1-DE02-KA202-
005130**

Erasmus+ KA2
Strategic
Partnership for
VET

IO1 – Primary &
Secondary
Research Report

UK

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1. Introduction

The Entre@VETSchools project aims to utilise the EU EntreComp framework to develop open source educational resources that will be targeted at vocational students. The aim is to increase the knowledge and understanding of the concept of entrepreneurship and to develop the skills necessary for entrepreneurial success within our vocational students. This report outlines the general picture of entrepreneurship relating to young people with a particular focus on entrepreneurial education of vocational students in the UK.

UK Context

In the UK we define entrepreneurship as the process of developing a business or enterprise idea from the 'ground up'. This involves the development of an idea into a viable business plan and then into a profitable business or enterprise initiative. Entrepreneurship can also be defined as the *'activity of setting up a business or businesses, taking on financial risks in the hope of profit'* (Oxford Dictionary).

The UK is seen as a leading nation in the EU in relation to entrepreneurship and business start-ups and we have had a long tradition of successful entrepreneurs. This trend in UK entrepreneurship and self-employment has continued and even increased in recent years due to changes in the U.K economy and labour market. This increase is partly as a result of necessity as much as choice as employers reduce contracted staff numbers, re-classify some employees as self-employed and individuals become self-employed due to a lack of viable 'traditional' employment. Also many individuals are looking to become self-employed, freelance or run businesses from home due to the flexibility that this allows in their 'work-life balance'.

The Influence of Technology

Improvements in information technology and the increasing influence of the internet have also empowered a new form of entrepreneur, one that can start younger and with much less capital start-up costs. Recent years have seen a growth in teenage entrepreneurs creating successful enterprises while still in full-time education. Social Media has also played a vital role in a new generation of entrepreneurs as Facebook, YouTube, Instagram and Twitter have enabled young 'tech savvy' individuals to create an online presence and platform to either sell products, market/advertise goods, crowd fund projects and generally reach a large scale audience with minimal expense.

2. Youth Entrepreneurship in the UK

2.1 State of the Art and Policy

The U.K Government's official policy on entrepreneurship and the education of young people is rather unclear. There is no specific policy to ensure that all young people have some knowledge of or education in entrepreneurial skills or how to become an entrepreneur. Neither is there any thread of entrepreneurship running through the National Curriculum for any age group in formal education. It would appear that the responsibility has fallen to individual Schools, Colleges, Universities and Education Providers to incorporate information, advice, guidance and training in self-employment, enterprise awareness, entrepreneurial skills and business start-ups into the education of their students. This is also dependant on the subject or study area of the students, for example a Business Studies or Economics student would have lessons and modules relating to entrepreneurship whereas a Sports, Geography or English student would not. It is also the case that vocational studies such as Hairdressing, Joinery, Plumbing, Electrical Engineering or Creative Media get very little guidance in entrepreneurship. These students tend to get training in the relevant trade but not how to develop that trade into a viable enterprise or self-employment opportunity on completion of their studies.

In recent years the U.K Government seems to have begun to identify this issue and has commissioned research into this topic. However, the government have been concentrating on Further Education (FE) and Higher Education (HE) when trying to incorporate entrepreneurship into education and not on instilling the necessary skills and 'mind-set' earlier in the educational process.

This government funded report defines enterprise and entrepreneurship in education as:

“Enterprise education is the application of creative ideas and innovations to practical situations – with enterprise education aiming to produce individuals with the mind-set and skills to respond to opportunities, needs and shortfalls, with key skills including taking the initiative, decision making, problem solving, networking, identifying opportunities and personal effectiveness. Enterprise provision can be applied to all areas of education, extending beyond knowledge acquisition to a wide range of emotional, social, and practical skills.”

The report also states that:

“Formal provision is better established than previous studies have indicated. It can be found in nearly three quarters of HEIs and FE colleges. Around 30% of both FE and HEIs have some formal full courses and around 60% have units in some vocational courses. Few providers have a wide range of departments offering formal learning, the majority only have enterprise and entrepreneurship education offered in Business and Management departments.”

However the report also points out that:

“Slightly more FE colleges (14%) than HEIs (9%) offer no provision”, and that “while enterprise and entrepreneurship education appears to be strengthening it is not yet widely embedded in the full range of vocational learning where students are likely to be working in SMEs or self-employed, since there are many such courses which do not appear to have any embedded enterprise and entrepreneurship education.”

2.2 UK Educational System

The Department of Education is responsible for the UK educational system with OFSTED being the monitoring body for quality in education. UK education is structured into different ‘key stage’ phases beginning with primary education, progressing onto secondary education, then further education and finally higher education.

Secondary Education (11-16yrs) – Key Stage 3 & Key Stage 4. GCSEs

This is a vital period of education where young people study a wide variety of subjects and then in the 3rd year of study they choose the subjects in which they will take forward into the final two years and their GCSE exams. Students must complete exams in ‘core subjects’ such as Math, English and Science. They must also take ‘foundation subjects’ such as Computing, Physical Education and Citizenship. Finally the ‘optional subjects’ include all the Artistic subjects, Design and Technology, Humanities and Modern Foreign Languages.

Sixth Form (16-18yrs) – Key Stage 5. A-Levels

The subjects that a student studies at A-level are chosen by the student from a selection of course offered by their school sixth form. They include all of the GCSE subjects with some additional options such as Psychology, Sociology, Media Studies and Economics. Your choices of A-level subject may be determined by the career path you intend to follow and by the entry requirements of the university you intend to apply to in the future. A-levels are predominantly academic based courses assessed by exams and coursework.

Vocational Colleges (Various ages and levels) – NVQs, BTECs, Apprenticeships

This is seen as an alternative to undertaking A-levels at a sixth form. As with A-levels, the subject studied is chosen by the student from a section offered by a college. These vocational courses and qualifications are aimed at providing young people with work based learning opportunities as opposed to fully academic studies. Apprenticeships are generally fully work based and the student is educated within a company or organisation. The learner is trained by the employer while undertaking coursework to evidence their learning which is assessed by a college or training company. All of these options are aimed at helping the learner gain a vocational or trade skill, these subjects can include Engineering trades, Construction trades, Hairdressing and Beauty Therapy, Sports Coaching, Health and Social Care, IT trades and Animal Care including many more.

Higher Education (18+) – Degree, Masters and PHD level education

University education attended by students up on meeting certain entry criteria. Students must pay tuition fees per year to attend unless they qualify for financial assistance or subsidies. Different universities offer a wide variety of different courses at degree level and above and students apply for specific courses at their desired universities. As well as having a wide range of courses, universities generally specialise in certain industrial areas or qualifications linked to their local economic needs or based on historical expertise held within the establishment.

As previously mentioned, there is no compulsory curriculum covering entrepreneurship at any level of the UK educational system. The exposure a young person gets to the concept of entrepreneurship depends entirely on the subject they study at either A-level, Vocational College or University. The concept is covered in any form of Business Studies course but only in general terms of definition and examples, not necessarily the entire process of being entrepreneurial or starting your own business. It will not be covered in the majority of subjects, especially at A-level, Degree, Masters or PHD level.

Vocational students will generally be more likely to cover the concept informally by the nature of the topics they are studying. For example, the idea of starting your own business may be covered on a vocational course for Hairdressing, Plumbing or Mechanics as these trades lend themselves to future self-employment. However, the process of setting up your own business may be covered but not necessarily the theoretical concept of entrepreneurship or understanding the skills necessary to become one.

2.3 Job Orientation in VET-Schools

The UK Education Act, 2011 placed the duty to '*secure access to independent careers guidance*' for their pupils and students upon Schools and Further Education/Sixth Form or Vocational Colleges.

The 2011 Act defines '*independent*' as:

"Careers guidance provided to pupils at a school is independent for the purposes of this section if it is provided other than by: (A) A Teacher employed or engaged at the school Or (B) Any other person employed at the school" (The Education Act, 2011)

The act requires Schools to be 'commissioners of careers guidance not providers of it', although they can provide additional support where appropriate. The new statutory duty is to secure *external* careers guidance in addition to whatever a school provides internally.

The independent careers advice provided must also:

- Be presented in an impartial manner
- Include information on the range of education or training options, encouraging apprenticeships and other vocational pathways

- Be guidance that the person giving it considers will promote the best interests of the pupils to whom it is given (Department of Education, 2015).

Some examples of careers guidance and job orientation initiatives in the UK include;

The Careers and Enterprise Company

Introduced in 2015, this government funded organisation was created to ‘help young people consider all the options available to them when they leave school and ensure they leave school fully prepared for life in modern Britain’ (UK Government, 2014). The government aim was to ensure ‘schools, colleges and employers work in partnership to spread outstanding careers advice, guidance and inspiration to every young person across the country’ (UK Government, 2014).

The Careers and Enterprise Company states that it:

“focusses on young people aged 12 to 18, helping them access the best advice and inspiration about the world of work by encouraging greater collaboration between schools and colleges and employers” (UK Government, 2014).

It aims to help broker relationships between employers, schools and colleges. The aim is to ensure employers are supporting young people with decision-making and career development at every stage of school life. The brokerage arrangement is supposed to enable employers to talk directly to pupils about the opportunities available and ensure they are able to consider all the options as they move through school. This initiative is funded by the Department for Education.

Local Enterprise Partnerships (LEP’s)

Local Enterprise Partnerships are partnerships between local authorities and businesses introduced in 2011 by the Department for Business, Innovation and Skills to help determine local economic priorities and lead economic growth and job creation within their local area. They are supposed to create a link between schools and businesses to develop strategies to foster better working relationships. This is especially valuable in relation to vocational education because the links between schools and colleges and local employers are key to providing industry standard education for future employees.

Gatsby Charitable Foundation

Gatsby is a national charitable foundation that was set up in 1967 giving grants to enable research and projects in areas they feel the money can make a difference. They are currently involved in supporting plant science, neuroscience, education, Africa, public policy and the arts.

They are particularly interested in funding innovative and imaginative projects, especially those with long term aims.



In 2013 they began research into career guidance that is given in schools and what could be done to improve it. The findings are currently being piloted in secondary schools and colleges in the North East of England. The research was led by Sir John Holman, who after research in schools both in the UK and internationally, made the following recommendations of eight benchmarks that should ideally be used by every school when offering careers guidance. Alongside the benchmarks there are guidance notes advising how to incorporate them into the careers advice given to the students to maximise their benefit.

The 8 Gatsby benchmarks of good careers guidance are:

1. *A stable careers programme*
2. *Learning from career and labour market information*
3. *Addressing the needs of each pupil*
4. *Linking curriculum learning to careers*
5. *Encounters with employers and employees*
6. *Experiences of workplaces*
7. *Encounters with further and higher education*
8. *Personal guidance*

The research highlighted significant variations between different schools: 69% of schools achieved at least one benchmark and 39% achieved at least two. But only 2% of schools achieved five of the eight benchmarks, and no schools achieved six or more benchmarks.

Inspira

Inspira is a regional careers advice and guidance service based in North Lancashire and Cumbria. They work with both young people and adults delivering programmes to help with getting into or back to work, or changing or furthering a career.



They work with schools and colleges to help young people with careers advice. They also work with local businesses and connect them with educational institutions to deliver employer led guidance. School leavers can access free services such as CV building, developing employability skills and looking at local opportunities available.

They have a new programme called Launch Pad which is aimed at NEET or potential NEET delivering specific, targeted information. They also have a Ready for Work programme working with employers and local job seekers where employers indicate the skills that they need future employees to have.

They also work with National initiatives such as the National Citizen Service and the National Careers Service. Alongside this they have initiatives to remove barriers to learning such as the Wheels 2 Work Programme which is a moped loan scheme for those who cannot access public or private transport to get to work.

2.4 Entrepreneurship in VET-Schools

As already mentioned, entrepreneurship education is not compulsory in the UK and it is not included in the national curriculum for any vocational courses. However, there have been initiatives to implement some form of entrepreneurial education into vocational school and college. Some of these initiative include;

Global Entrepreneurship Week

This is the 'world's largest campaign to promote entrepreneurship' and plays a 'critical role in encouraging the next generation of entrepreneurs to consider starting up their own business'. GEWUK engages with 'more than 600 partner organisations hosting over 6000 events that reach more than 300,000 entrepreneurial people across the country' each year. These events aim to engage and enthuse people into becoming more entrepreneurial and to encourage business start-ups and involve successful entrepreneurs, organisations and companies sharing best practices and ideas.



T.E.E.G – The Entrepreneurship Education Group

Launched in January 2014 this organisation aims to bring together existing entrepreneurs and the educational sector in order to create better communication and sharing of best practice. It aims to create new and realistic pathways for young people as alternatives to general employment. The organisation believes that a 'fusion between entrepreneurs and education is essential to better prepare our young people for more sustainable employment for themselves and to create jobs for others by starting their own business'.



N.C.E.E – National Centre for Enterprise in Education

'The National Centre for Entrepreneurship in Education (NCEE) uses its networks, partners and resources to stimulate and encourage a more entrepreneurial education and support sector to create the opportunities for more individuals and organisations to develop the capacities they need for an entrepreneurial future'.



Young Enterprise

Young Enterprise is the 'UK's leading enterprise and financial education charity'. They provide young people from all backgrounds the opportunity to engage in a range of practical enterprise programmes. These include one day master classes to year-long projects that empower young people to learn, to work and develop a more entrepreneurial mind-set. They aim to 'make the connection between school and the world of work, enabling young people to develop the knowledge and attitudes they need to succeed'. Every year they work with 'over 250,000 young people



aged 4-25, supported by a network of 5,000 volunteers and 3,500 businesses' to offer comprehensive training programmes covering over '4 million learning hours each year'.

2.5 Entrepreneurship and becoming an Entrepreneur

It is very difficult to monitor the exact statistics for vocational students who go on to become entrepreneurs in the UK. Each vocational school or college monitors the progression of their graduates for up to 5 years after the complete their education. However, these statistic depend on the students responding to follow-up contact from the educational establishment and therefore they cannot be wholly accurate.

Vocational students may have completed a full/part-time vocational course or undertaken an apprenticeship. Upon completion of their course/qualification, they generally move into 'traditional' employment roles in their vocational industry. Graduates may not progress into entrepreneurial activities until they have worked for several years as this experience gives them an increased industrial knowledge and the confidence to start their own entrepreneurial activities.

In terms of the entrepreneurial rates in the UK in general, the UK total early-stage entrepreneurial activity (TEA) index (GEM, 2018), shows an actual decrease in the percentage of the UK population who are engaged in entrepreneurial activities over the past 5 years, in 2014 it was 10.66% and in 2018 it had dropped to 8.24%.

3. Primary Research

As part of the initial stages of the project, the consortium have conducted some primary research with three key target audiences. Partners created three questionnaires aimed at vocational professionals, entrepreneurs and vocational students in order to investigate their understanding of entrepreneurship and their experiences during their education. This research has enabled the consortium to identify some key trends and patterns for the project to focus on going forward.

3.1 Vocational Professionals

Lancaster and Morecambe College engaged with 35 vocational professional who either work with or teach vocational students. The full results from the questionnaires are available via the link below.

<https://forms.office.com/Pages/AnalysisPage.aspx?id=stieir030Cfy-t3b8Fn0yLWAvsLo6BOinoi9jIbRvBUMkIMRkVVOktWMFVWUTNTMUdZOEU3WEFWTyQIQCN0PWcu&AnalyzerToken=3ADthDEarlCcWoWWSuHeGANBRZvTn2WD>

The key finding we identified were;

- The vast majority of the educators do cover the concept of entrepreneurship in some capacity – 31 out of 35 responses
- All 35 educators would like to incorporate more aspects of entrepreneurship into their work with students
- The majority of the educators did not consider themselves as entrepreneurial – only 14 of the 35 responders considered themselves as entrepreneurial or had any experience as an entrepreneur
- The majority the educators have not received any training or professional development relating to entrepreneurship or entrepreneurial skills – only 6 of the 35 responders have had any training or professional development relating to entrepreneurship
- The two most important competencies identified under the 'Ideas and Opportunities' EntreComp branch were;
 1. *Spotting opportunities – use your imagination to identify/create opportunities*
 2. *Creativity – develop creative and purposeful ideas*
- The two most important competencies under the 'Resources' EntreComp branch were;
 1. *Motivation and perseverance – stay focussed and overcome difficulties*
 2. *Self-awareness and self-efficacy – believe in yourself and keep developing*
- The two most important competencies identified under the 'Into action' EntreComp branch were;
 1. *Taking the initiative – be pro-active and make things happen*
 2. *Planning and management – prioritise, organise and follow-up*

3.2 Entrepreneurs

Lancaster and Morecambe College engaged with 27 entrepreneurs, some of which studied vocational subject and some had a more academic education. The full results from the questionnaires are available via the link below.

<https://forms.office.com/Pages/AnalysisPage.aspx?id=stieir030Cfy-t3b8Fn0yLWAvsLo6BOinoi9jIBrVBURDcyV045OEo4SUy0VzcxVVVFNUhJOUFDtiQIQCN0Pwcu&AnalyzerToken=pITiyfSkM2bpFbLIXNegDpY2jqT9rGNq>

The key finding we identified were;

- Just over half of the responders had studied a vocational subject during their education – 16 out of 27 responses
- Just over half of the responders had learnt about the concept of entrepreneurship during their education – 14 out of 27 responses
- All 27 responders would have liked their education to incorporate more aspects of entrepreneurship
- Only 6 of the 27 responders felt that their education actually supported the development of their entrepreneurial skills
- Over half of the responders felt that their education did not encourage their aspirations to become an entrepreneur – 15 out of 27 responses
- The two most important competencies identified under the 'Ideas and Opportunities' EntreComp branch were;
 1. *Spotting opportunities – use your imagination to identify/create opportunities*
 2. *Creativity – develop creative and purposeful ideas*
- The two most important competencies under the 'Resources' EntreComp branch were;
 1. *Motivation and perseverance – stay focussed and overcome difficulties*
 2. *Mobilising resources – gather and manage the required resources*
- The two most important competencies identified under the 'Into action' EntreComp branch were;
 1. *Taking the initiative – be pro-active and make things happen*
 2. *Planning and management – prioritise, organise and follow-up*

3.3 Vocational Students

Lancaster and Morecambe engaged with 26 vocational students from a variety of different vocational study areas. The full results from the questionnaires are available via the link below.

<https://forms.office.com/Pages/AnalysisPage.aspx?id=stieir030Cfy-t3b8Fn0yLWAvsLo6BOinoi9jIBrVBUNUxUMzk2TURQTkNKN1FOQTBJUDlwMjIERSQIQCN0PWcu&AnalyzerToken=be93wiaYb5tIvE1kBeJDaZfmDBg1P5PN>

The key finding we identified were;

- Over half of the responders had covered the concept of entrepreneurship or entrepreneurial skills during their education – 16 out of 26 responses
- All 26 responders would like their education to incorporate more aspects of entrepreneurship or entrepreneurial activities
- Well over half of the responders have aspirations to become an entrepreneur in their area of study – 17 out of 26 responses
- The two most important competencies identified under the 'Ideas and Opportunities' EntreComp branch were;
 1. *Spotting opportunities – use your imagination to identify/create opportunities*
 2. *Creativity – develop creative and purposeful ideas*
- The two most important competencies under the 'Resources' EntreComp branch were;
 1. *Motivation and perseverance – stay focussed and overcome difficulties*
 2. *Financial and economic literacy – develop your financial and economic knowledge*
- The two most important competencies identified under the 'Into action' EntreComp branch were;
 1. *Taking the initiative – be pro-active and make things happen*
 2. *Planning and management – prioritise, organise and follow-up*

4. Conclusion

From this primary and secondary research we can see that the picture in relation to VET education and entrepreneurship in the UK is quite confusing. On the one hand there is no compulsory curriculum in any vocational area that covers entrepreneurship or entrepreneurial competencies. However, there are many initiatives undertaken to try to improve or increase the entrepreneurial mind-set of our vocational students. There appears to be a distinct divergence of strategy between the UK Government and those organisations, charities and foundations trying to encourage an increased inclusion of entrepreneurial education into all areas of the UK educational system.

In theory vocational education should naturally lend itself to a higher rate of entrepreneurial activity in graduates due to the nature of the topics covered and the fact they generally lead to gaining 'trade skills'. There does seem to be an issue in differentiating 'self-employment' from 'entrepreneurship' in the minds of both educators and vocational students. Many vocational students may go on to become self-employed in industries such as Hairdressing, Beauty Therapy, Plumbing, Electrical Engineering, Mechanics or Catering, however, does this make them entrepreneurial or possess the necessary competencies to become an entrepreneur? There is a clear issue in vocational education between training students in the vocational skills necessary to pass their course and building an entrepreneurial mind-set that enables a vocational graduate to go on to become a successful entrepreneur.

From the primary research undertaken in the UK, we can see clear patterns in relation to the entrepreneurial competencies that the target groups identify as being important;

From within the 'Ideas and Opportunities' branch of the EU EntreComp framework comparisons of all target groups identified the following as the two most important competencies;

1. *Spotting opportunities – use your imagination to identify/create opportunities*
2. *Creativity – develop creative and purposeful ideas*

From within the 'Resources' branch of the EU EntreComp framework comparisons of all target groups identified the following as the two most important competencies;

1. *Motivation and perseverance – stay focussed and overcome difficulties*
2. *Mobilising resources – gather and manage the required resources*

From within the 'Into Action' branch of the EU EntreComp framework comparisons of all target groups identified the following as the two most important competencies;

1. *Taking the initiative – be pro-active and make things happen*
2. *Planning and management – prioritise, organise and follow-up*

Resources/Research Appendix

Entrepreneur Links, Articles and Websites:

Official U.K government information

<https://www.gov.uk/government/news/support-for-young-entrepreneurs>

<https://www.gov.uk/government/publications/entrepreneurs-setting-up-in-the-uk/entrepreneurs-setting-up-in-the-uk>

<https://www.economy-ni.gov.uk/topics/economic-policy/entrepreneurship>

<http://www.greatbusiness.gov.uk/where-to-get-start-up-advice/>

<https://www.entrepreneursuk.net/>

<https://www.enterprise.ac.uk/wp-content/uploads/2018/04/APPG-Final-Report-An-Education-System-Fit-for-an-Entrepreneur.pdf>

Educational and research documents

https://www.qaa.ac.uk/docs/qaas/enhancement-and-development/enterprise-and-entrepreneurship-education-2018.pdf?sfvrsn=15f1f981_8

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/225966/19_ATTACHMENTS_6.pdf

<http://www.innovation->

[policy.org.uk/share/10_The%20Impact%20and%20Effectiveness%20of%20Entrepreneurship%20Policy.pdf](http://www.innovation-policy.org.uk/share/10_The%20Impact%20and%20Effectiveness%20of%20Entrepreneurship%20Policy.pdf)

<https://www.oecd.org/cfe/leed/38921219.pdf>

https://www.researchgate.net/profile/Allan_Gibb2/publication/285977203_Entrepreneurship_and_enterprise_education_in_schools_and_colleges_Insights_from_UK_practice/links/59e7af8d458515c3630fa501/Entrepreneurship-and-enterprise-education-in-schools-and-colleges-Insights-from-UK-practice.pdf

Entrepreneurship websites and articles

<https://www.eee-platform.eu/entrepreneurship-teaching-toolkit/>

<https://blogs.lse.ac.uk/businessreview/2018/07/10/uk-entrepreneurship-is-doing-well-but-key-constraints-need-to-be-addressed/>

<https://www.ft.com/reports/uk-entrepreneurs>

<https://www.ft.com/content/cb56d86c-88d6-11e7-afd2-74b8ecd34d3b>

<https://www.rbs.com/rbs/news/2018/07/global-entrepreneurship-monitor-2017-uk-report.html>

<https://iwcapital.co.uk/the-importance-of-entrepreneurship-to-the-uk-economy/>

<https://www.greatbritishentrepreneurawards.com/news/5-top-inspirational-young-uk-entrepreneurs/>

<https://startups.co.uk/young-entrepreneurs/>

<https://www.bteg.co.uk/content/top-27-helpful-links-young-entrepreneurs>

<https://entrepreneurhandbook.co.uk/grants-loans/>

<http://startupbritain.org/>

<https://thepitch.uk/government-support-for-small-businesses/>

<https://www.britishcouncil.org/education/skills-employability/what-we-do/vocational-education-exchange-online-magazine/october-2017/value-enterprise-entrepreneurship-education>

http://www.gatsby.org.uk/education/programmes/good-career-guidance?dm_i=2K4,4PYFS,OTFVL8,HOOFX,1

<https://www.inspira.org.uk/launchpad>

<https://www.inspira.org.uk/ready-for-work>

<https://www.inspira.org.uk/wheels-2-work-scheme>

<http://uk.gew.co/about>

<http://teeg.co.uk/>

<http://ncee.org.uk/>

<http://www.young-enterprise.org.uk/>

<https://www.gemconsortium.org/data/key-aps>